

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

As asserted in the first chapter in the aims of the study, the researcher was trying to find out the ways the phrasal verbs were translated from the source language (English) into the target language (Indonesian), the appropriateness of the translation version of the novel and also the benefits of the phrasal verbs usage in English classroom communication for EFL (English as a Foreign Language) teaching at the high school level grade X. According to chapter four about findings and discussion, it can be concluded that the translation of the phrasal verbs of the original novel is appropriate in the target language. Some factors related to the translation judgment which covered the translation of the phrasal verbs, are accuracy, clarity, and naturaness (Barnwell in Abdullah (1996) as cited in Barus (2010, p.16)).

Regarding Massoud's statement (1988) as cited in Barus (2010, p.16-17), the translation of the phrasal verbs fulfills some criterions of a good translation, these are a good translation is easily understood; a good translation is fluent and smooth; a good translation is idiomatic; a good translation conveys, to some extent, the literary subtleties of the original; a good translation distinguishes between metaphorical and the literal; a good translation reconstructs the cultural/historical context of the original; a good translation makes explicit what is implicit in abreviations, allusions to saying, songs, and nursery rhymes; a good translation will convey as much as possible the meaning of the original text. The translation of the phrasal verbs fulfills the equivalence and *skopos* issue which means the translation naturally accepted in the target language.

In regard to Brown's construction of the phrasal verbs (Brown, 2002), there are found 60 phrasal verbs which belong to transitive, separable phrasal verbs category, 30 phrasal verbs which belong to transitive, inseparable phrasal

verbs category and 30 items of intransitive, inseparable phrasal verbs category. This research also used the four strategies which are proposed by Baker (1992, p.85-92), those are using an idiom of similar meaning and form (SMF), using an idiom of similar meaning but dissimilar form (SMDF), paraphrase and omission.

The paraphrase strategy is the most dominant translation strategy. It was found in this research that the paraphrase strategy has the highest frequent of all. The second order of most frequent strategy by Baker (1992) is similar meaning but dissimilar form strategy (SMDF). The least frequent of the Baker (1992) strategy is omission strategy. Besides paraphrase strategy, similar meaning but dissimilar form strategy, and omission strategy, Baker (1992) proposed similar meaning and form strategy (SMF). The similar meaning and form strategy (SMF) was not applied by the translator because it was difficult to find the equivalent idiom in the target language in the similar meaning and also similar form.

This research also used several translation strategies proposed by Newmark (1988), Larson (1984), and Vinay and Darbelnet (Vinay and Darbelnet, 1958 in Venuti (2000, p.84-93)) to analyze the sample of phrasal verbs. Those are three kinds of strategies in different names according to each expert; 1) Faithful (Newmark) or Inconsistent Mixture (Larson) or Calque (Vinay and Darbelnet); 2) Communicative (Newmark) or Near Idiomatic (Larson) or Transposition (Vinay and Darbelnet); and 3) Idiomatic (Newmark and Larson) or Equivalence (Vinay and Darbelnet). It was found in this research that the highest frequency of Newmark, Larson and Vinay and Darbelnet strategies of the translation of the phrasal verbs is faithful translation strategy (Newmark, 1988), or inconsistent mixture (Larson, 1984), or calque (Vinay and Darbelnet (1958) in Venuti (2000, p.84-93)). The second order of the most frequent translation strategy by Newmark (1988), Larson (1984), and Vinay and Darbelnet (1958) in Venuti (2000, p.84-93) is idiomatic (Newmark, 1988 and Larson 1984), or Equivalence (Vinay and Darbelnet, 2000). The least frequent by Newmark (1988), Larson (1984), and Vinay and Darbelnet (1958) in Venuti (2000, p.84-93) is

communicative translation strategy (Newmark, 1988), or near idiomatic (Larson, 1984), or transposition (Vinay and Darbelnet (1958) in Venuti (2000, p.84-93)).

Those are 20 transitive, inseparable phrasal verbs that the researcher used in this research to gain and to examine the benefits of the phrasal verbs usage (transitive, inseparable strategy by Brown) in English classroom communication for EFL teaching at the high school level. The researcher took one English teacher and 30 students as the respondents of the research (SMAN 1 Baleendah class X Mathematics Science 3). The researcher made a compact dictionary about transitive, inseparable phrasal verbs strategy by Brown. The compact dictionary of transitive, inseparable phrasal verbs by Brown had several benefits for teacher and students in English classroom communication (EFL teaching context). Those are; it helped them to enrich their English vocabulary; it helped them to improve their English speaking in classroom communication; and it could make students more confident in speaking English, they used several examples of transitive, inseparable phrasal verbs in informal communication especially when they were trying to communicate with their classmates inside and outside the class.

## **5.2 Suggestions**

After obtaining the conclusion, the researcher would like to propose some suggestions, which may be useful, for those who intend to conduct research related to this study. The researcher expects this research will give some positive impacts to the readers, the translation students, the other researchers and the translators. Firstly, the researcher suggests that the translators should know better about the translating procedures and the translating strategy used in the translating text, particularly the novel translation process. It would be better if they have the comprehensive knowledge of target language and source language.

Secondly, the researcher suggests that the translators who try to translate the phrasal verbs should be able to discover an appropriate meaning of the phrasal verbs from the original (source) language into the target language. The translators

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*AN ANALYSIS OF THE TRANSLATION OF THE PHRASAL VERBS IN THE NOVEL "THE UNDOMESTIC GODDESS" WRITTEN BY SOPHIE KINSELLA*

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also should know the criterion of a good translation and select the appropriate strategy to be applied in the translation process.

Thirdly, the researcher suggests that the students of translation study should be dauntless in using and learning the English phrasal verbs in daily communication both written and spoken. By using the English phrasal verbs in daily communication, the students of translation study will make their English speaking skill fluently.

The result of the research may not be satisfactory enough; the researcher acknowledges that this research needs to be criticized by the readers of this research to make this research more complete and better. The researcher hopes this research will give some contributions to all of students who are learning English, for students of translation study in English Department especially in Indonesia University of Education and other researchers who intend to do research on the translation and the benefits besides the implications of the phrasal verbs usage in English classroom communication for EFL teaching further.